



RESEARCH PAPER

Assimilation and Contentment of General Education Teachers and Special Education Teachers with The Implementation of Single National Curriculum: A Correlational Study of the Punjab Province, Pakistan

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PAPER INFO	ABSTRACT
Received: February 07, 2022	The present study concentrated on inspecting the relationship of assimilation and contentment of general education teachers (GETs) and special education teachers (SETs) with the implementation of single national curriculum (SNC). The main concern of the present study was to explore the effect of age on assimilation and contentment amidst GETs and SETs. Self-developed research instrument was used to measure the phenomenon of assimilation and contentment. Cronbach alpha value was estimated 0.81 and viewed as adequate for the present research. The sample size was comprised of (N=290) GETs and SETs, males and females. GETs (n=145) and SETs (n=145) picked-out from different cities of Punjab, Pakistan. Pearson Product Moment Correlation and t-test were employed to test the hypotheses. The obtained results indicated a significant positive correlation ($r = .81$, significant at $p 0.01$) in assimilation and contentment. Later, the researchers made recommendations at the end.
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Introduction

Curriculum is a historic exercise (Barnett, 2000). It may have changed in the course of time. The word 'curriculum' refers planned sequence of instructions. It is interactive system of learning and instruction with specific goals and content as well.

It consists of an entire life to handling small and massive issues, managing inner and outside hardships and threats. It enables human beings to deal life and run it successfully. Curriculum can provide an explanation for how a person is often capable enough to overcome shortcomings or deficiencies. Assimilation has been a chic topic in research studies of the circle of

philanthropists and educationists, probably due to the fact the concept is expected and believed to be narrowly related to the stability of any curriculum (Brady & Kennedy, 2013).

Assimilation is described due to the fact the condition during which there may be usually an experience of pride and contentment in teacher and student and with each other (Bickmore, 2006; Burgon et al., 2012; Slivka, 2011; Nelson & Christie, 1995). Not many researchers have been carried out on curriculum and assimilation. Studies did not continuously prove that experience at curriculum affect to develop excellent curriculum itself. Contentment is often explained as a feel of goodness and ought to be decided in phrases of mood, satisfaction to deal with others and with self-achievements, self-concept, and self-intended ability and competence to influence a personality development (Rantala, 2019). Contentment is a way in which someone feels how his or her life is better and the way they understand in which it is going beforehand. It's the way to stay of nicely being. Contentment comes from inside a person himself/herself favored by morals and values and what the teacher or student carries necessary knowledge and insight to run successful and peaceful life. There are multiple elements contribute for the success and/or failure in curriculums. A number of these elements are aggression, finance and budget related uncertainties, intelligence, non-secular and/or personal maturity, level of know-how, sovereignty of mind, training, consciousness, health, abilities to manipulate own family existence, tension and pressure, lack of experience, lake of endurance and character hobbies (Franklin, 1074). There is an intense need to know the connection of assimilation and contentment in Pakistani society. The present study was assisted to understand the assimilation and contentment amidst wellknown schooling instructors and education instructors. Assimilation and contentment have lengthy been the primary target of investigation and research within the west and western nations. However, in Pakistan this challenge isn't always substantially studied.

The researchers were involved to apprehend whether there may be any correlation between assimilation and contentment in curriculums regardless of curriculums. It has often been located that student need curriculums and teachers prefer curriculums. In curriculums people typically end up irritable and thanks to their complexes, attitude and grow to be extra inflexible and mature as well. So, it might be interesting to in shape the assimilation and contentment from each aspect.

Research defines that curriculum was always and every where be underneath discussions. Every religion, each logician and sensible knowledge has its own point of view. There's little doubt that each kind of curriculum has a few unique elements which have an effect on it like private adulthood, level of knowledge, sovereignty of mind, intelligence, schooling, cognizance, fitness, monetary obligations, skills to adapt learning lifestyles, pressure and stress affects, loss of enjoy, lake of persistence faith, and teacher or student pastimes. As curriculums are vital for human beings, assimilation and contentment is similarly essential. A well-developed

curriculum gives pride to everyone. Each one desires to shape his or her martial life a hit.

The existing look at became deliberate bearing in thoughts to are searching for out the extent of assimilation and contentment in Pakistani society. This has a look at elements that are frequently liable for assimilation and contentment within the context of widespread schooling teachers and education instructors. This looks at offers us statistics about reasons of assimilation and contentment and this take a look at opens new multiple dimensions for the new researchers in the respected field. The findings of the present research may be useful for the person (s) responsible for or involved in formulating policies to introduce a few new techniques for the improvement of the society.

Literature Review

Curriculum is one of the utmost importance amidst the teachers and learners of any state. Arrangements to design and align a curriculum are the obligation of the state (Tyler, 1957). The Focal government holds the expert for building up significant rules to work out assessment framework and to improve educational programs (Van den Akker, 2004). Successful implementation of curriculum has been incorporated multiple subject (Dillon, 2009; Thijs & Van den Akker, 2009). By and by, the well-developed curriculum is the equivalent of achieving national goals over time (Walker & Soltis, 2004). Directions are given at every level to develop and execute well aligned curriculum (Doll, 1993).

Curriculum is an outline for instructive institutions to work out content, pedagogical methods, estimation of set points and targets (Egan, 1978; Portelli, 1987). It is an instrument to make an interpretation of and to pass on the more extensive objectives and social cravings to meet (Ginsburg et al., 2003; Miller & Seller, 1985). Furthermore, it incorporates the decision of significant asset content by writers, extent of key administration, format, of important reflection and utilitarian stores, modifying, and supporting, planning, and so forth (Goodlad, 1079).

When the substance of the text and content of the curriculum should ready and accessible to the teachers and learners, it's the obligation of the instructors to supply the texture with the expectation that it had been arranged and at a comparable time assist the researchers with succeeding (Miller, 2019). During the well-developed curriculum investigation, the pertinence of their capabilities to various parts of the schooling area and subsequently crafted by the organization and well-developed curriculum goals are evaluated (Kliebard, 2004). Thence, students at different levels are evaluated by mentors, foundation and demonstrative frameworks are tried (Kress, 2000). Text and content are assessed by mentors (Pinar et al., 1995). Mentors are directed through curriculum-based assessments to further modifications (Lancy, 2012).

In Pakistan there was no implementation of SNC while numerous countries had such a structure and fostered their educational program inside the light of those structures. Numerous nations with a government arrangement have a fundamental educational program for normal benchmarks of well-developed curriculum and schools. In Pakistan, there are four frameworks of schooling and assessments which are as per the following. Arrangement of state funded schools, framework to non-state

funded schools, strict madrassa framework and consequently the arrangement of non-formal Curriculum.

Local government is expected to supply curriculum on non-discriminatory reason for this reason we've to have one well developed curriculum. All schools need to follow an SNC based course books and assessment methods. In this respect government is prepared now to execute plan for SNC and it is satisfactory when it was happened inside the country.

Since, Pakistan was shaped, the secretly overseen schools assumed a vital part in giving training to develop healthy curriculum (Schubert, 1980; Schwab, 1969).

Advocates recognize that SNC was useful to join training framework in Pakistan. SNC was assist students develop socially appropriate behaviors and emotional stability as well. Teachers have the opportunity to grasp current international inclination towards teaching process. Therefore, teachers have access to get ideas to plan lessons and to deliver under latest propositions through the SNC (Fazil et al., 2021). On the contrary hand, some teachers and students imagine that SNC is against the ethical quality and subsequently the idea of incorporation. The greater part of those contentions is because of absence of mindfulness or doubt. Teachers and students normally confound about educational program rules with course readings. The SNC gives the necessary data about the objectives and destinations for the educating of specific subjects. They portray the base gaining results anticipated from understudies. a fair well developed curriculum guide likewise gives tests of exercises, showing materials and fitting learning settings. Schools are liberal to pick-out their preferred course readings favored by fundamental directions. Instructors can make transformations inside the climate, opportunities for growth, assisting materials that meet the necessities of their understudies. Probably, all this data is given inside the SNC. The SNC is presently an administration report, it invests in some opportunity to ask access to understand it and audit it.

The advantages for the implementation of SNC in the general education schools and special education schools may provide scholarly abilities and individual may evaluated quantitatively. Distinct and inferential measurements were wont to survey and look at the assessments of instructors working secretly and general education schools.

Hypotheses

The researchers formulated the following hypotheses to carry the present research out and reach the obtained results.

1. H1: There would be a significant relationship of assimilation and contentment.
2. H2: Assimilation with the implementation of SNC would be higher in GETs as compared to SETs.
3. H3: Contentment with the implementation of SNC would be higher in GETs as compared to SETs.

4. H4: Assimilation with the implementation of SNC would be higher in senior SETs as compared to junior SETs.
5. H5: Contentment with the implementation of SNC would be higher in senior SETs as compared to junior SETs.
6. H6: Assimilation with the implementation of SNC would be higher in elementary school teachers as compared to senior subject teachers.
7. H7: Contentment with the implementation of SNC would be higher in elementary school teachers as compared to senior subject teachers.

Material and Methods

Sample

The present study was comprised of a sample of total 290 teachers. These teachers were divided into two categories such as GETs males and females (n=145) and SETs males and females (n=145) of Punjab Pakistan. The age of GETs and SETs was maximally 45 years. The curriculum development experience of the 15% GETs was at least 3 years and the curriculum development experience of the 4% SETs was at least 1 year.

Sampling Technique

The researchers employed stratified sampling technique to pick-out the sample

Research design

The researchers employed co-relational and between group design for the present study.

Research instrument

Self-developed research instrument was used to test the hypotheses. It included 14 statements measured on five-point likert scale. Questionnaire was comprised of demographical details and 14 close ended statements as well. The respondents had to consider a) option 5 as pre grade, option 4 as grade 1 to grade 5, option 3 as grade 6 to grade 8, option 2 as grade 9 to grade10, option 1 as grade 11 to grade12 for statement 1 and 2; and b) option 5 as very much, option 4 as somewhat, option 3 as undecided, option 2 as not really, and option1 as not at all for statement 3 to 14.

Procedure

In order to attain the requirement of the present research, the researchers picked out 290 GETs and SETs (males and females) by employing stratified sampling technique. Then informed consent was designed according to the ethics of research. The ethical standards of research were considered as the GETs and SETs were telephonically (i.e. WhatsApp and other electronic medias) given brief description about the research and insured that the obtained facts and figures and related data

was kept confidential. All the GETs and SETs were given appropriate instructions related to the present study and questionnaire.

Statistical Analysis

The researchers employed Pearson Product Moment correlation and t-test to explore the statistical significance of the obtained data through Statistical Package for the Social Sciences.

Results and Discussion

Table 1
Percentages of GETs and SETs over the Implementation of Single National Curriculum

Sr. No.	Statements	5	4	3	2	1
1	At which grade/class is SNC in Pakistan is possible to implement?	4%	71%	15%	5%	5%
2	At which grade/class is supposed to get benefits by implementing SNC in Pakistan?	6%	58%	10%	20%	6%
3	Social discrimination is possible to reduce by implementing SNC in Pakistan?	56%	10%	10%	10%	14%
4	Literacy rate is possible to increase by implementing SNC in Pakistan?	50%	30%	10%	6%	4%
5	Social cohesion is possible by implementing SNC in Pakistan?	54%	12%	10%	12%	12%
6	National integration is possible by implementing SNC in Pakistan?	68%	12%	10%	8%	2%
7	Equal opportunities for upward social mobility are possible by implementing SNC in Pakistan?	78%	2%	6%	8%	6%
8	Equity in education is possible by implementing SNC in Pakistan?	67%	8%	8%	8%	9%
9	Holistic development of children with reference to emerging international trends is possible by implementing SNC in Pakistan?	62%	9%	10%	10%	9%
10	Holistic development of children with reference to local aspirations is possible by implementing SNC in Pakistan?	65%	15%	4%	7%	9%
11	Smooth inter-provincial mobility of teachers is possible by implementing SNC in Pakistan?	63%	7%	14%	6%	10%
12	Smooth inter-provincial mobility of students is possible by implementing SNC in Pakistan?	62%	14%	12%	8%	4%
13	Similarities in content are possible to satisfy disparities across regions and	78%	14%	3%	3%	2%

	cultures by implementing SNC in Pakistan?					
14	Local languages are possible to hinder for implementing SNC in Pakistan?	88%	3%	3%	4%	2%

Note. This table shows percentages of GETs and SETs over the implementation of single national curriculum

Table 2
F Distribution of the Gender of the Respondents

Gender	Frequencies	Percentages
Male	156	54.0
Female	134	46.0
Total	290	100

Note. This table shows 156 were male and 134 were females in the sample of 290 GETs and SETs.

Table 3
F Distribution of the Education of the Respondents

Education	Frequencies	Percentages
Graduation	16	5.5
Masters	123	42.0
M. Ed	67	23.0
M. Phil	73	25.0
Ph. D	11	4.0
Total	290	100

Note. This table shows 16 teachers were hold graduate degree holder, 123 were master's degree holder, 67 were M. Ed degree holder, 73 were M. Phil degree holder and 11 were Ph. D degree in the sample of 290 GETs and SETs.

Table 4
F Distribution of the Designation of the Respondents

Designation	Frequencies	Percentages
Junior SETs	71	24.48
Senior SETs	74	25.51
Elementary school teachers	60	21.0
Senior subject teachers	85	29.0
Total	290	100

Note. This table shows 153 teachers were senior SETs and 137 junior SETs in the sample of 290 GETs and SETs.

Table 5
Distribution of Institutions of the Respondents

School Type	Frequencies	Percentages
General Education Schools	110	51.0
Special Education Schools	72	49.0
Total	182	100

Note. This table shows that 145 GETs were teaching in 110 general education schools and 145 SETs were teaching in 72 special education schools.

Table 6

Correlation between Assimilation and Contentment in GETs and SETs. (N=290)

	Assimilation	P
Contentment	.81**	.000 **

Correlation was found significant at p 0.01 level

Note. This table shows positive correlation with assimilation and contentment in GETs and SETs. Correlation was found significant at p 0.01 level between assimilation and contentment.

Table 7
Difference in Assimilation amidst GETs and SETs. (N=290)

Variable of the Study	Age Limit	Number	Mean	Standard Deviation	Degree of freedom	T-Value	P-Value
Assimilation	GETs (equal and above 35 years)	145	89.58	9.87	146	4.78	.00
	SETs (equal and below 35 years)	145	68.77	17.37			

Note. This table shows SD between GETs and SETs on assimilation at p<0.05. The results of t-test demonstrate the SD.

Table 8
Difference in Contentment amidst GETs and SETs. (N=290)

Variable of the Study	Age Limit	Number	Mean	Standard Deviation	Degree of freedom	T-Value	P-Value
Contentment	GETs (equal and above 35 years)	145	29.58	4.87	146	3.89	.00
	SETs (equal and below 35 years)	145	18.77	5.37			

Note. This table shows SD between GETs and SETs on contentment at p<0.05. The results of t-test demonstrate the SD.

Table 9
Difference in Assimilation amidst Senior SETs and Junior SETs. (N=290)

Variable of the Study	Age Limit	Number	Mean	Standard Deviation	Degree of freedom	T-Value	P-Value
Assimilation	Junior SETs (equal and above 35 years)	87	27.85	4.78	146	3.89	.00
	Senior SETs (equal and below 35 years)	58	22.71	5.73			

Note. This table shows SD between junior SETs and senior SETs on assimilation at $p < 0.05$. The results of t-test demonstrate the SD.

Table 10

Difference in Contentment amidst Senior SETs and Junior SETs. (N=290)

Variable of the Study	Age Limit	Number	Mean	Standard Deviation	Degree of freedom	T-Value	P-Value
Contentment	Junior SETs (equal and above 35 years)	87	31.01	4.89	146	3.89	.00
	Senior SETs (equal and below 35 years)	58	23.21	5.41			

Note. This table shows SD between junior SETs and senior SETs on contentment at $p < 0.05$. The results of t-test demonstrate the SD.

Table 11

Difference in Assimilation amidst Elementary School Teachers and Senior Subject Teachers. (N=290)

Variable of the Study	Age Limit	Number	Mean	Standard Deviation	Degree of freedom	T-Value	P-Value
Assimilation	Elementary school teachers (equal and above 35 years)	76	26.58	3.77	146	3.89	.00
	Senior subject	69	17.75	4.35			

teachers
(equal and
below 35
years)

Note. This table shows SD between elementary school teachers and senior subject teachers on assimilation at $p < 0.05$. The results of t-test demonstrate the SD.

Table 12

Difference in Contentment amidst Elementary School Teachers and Senior Subject Teachers. (N=290)

Variable of the Study	Age Limit	Number	Mean	Standard Deviation	Degree of freedom	T-Value	P-Value
Contentment	Elementary school teachers (equal and above 35 years)	76	27.66	4.80	146	3.89	.00
	Senior subject teachers (equal and below 35 years)	69	16.66	5.61			

Note. This table shows SD between elementary school teachers and senior subject teachers on contentment at $p < 0.05$. The results of t-test demonstrate the SD.

Findings

1. 71% in favor of grade 1 to grade 5 is SNC in Pakistan is possible to implement.
2. 58% in favor of grade 1 to grade 5 is supposed to get benefits by implementing SNC in Pakistan.
3. 56% social discrimination is possible to reduce by implementing SNC in Pakistan.
4. 50% literacy rate is possible to increase by implementing SNC in Pakistan.
5. 54% social cohesion is possible by implementing SNC in Pakistan.
6. 68% national integration is possible by implementing SNC in Pakistan.
7. 78% equal opportunities for upward social mobility are possible by implementing SNC in Pakistan.
8. 67% equity in education is possible by implementing SNC in Pakistan.

9. 62% holistic development of children with reference to emerging international trends is possible by implementing SNC in Pakistan.
10. 65% holistic development of children with reference to local aspirations is possible by implementing SNC in Pakistan.
11. 63% smooth inter-provincial mobility of teachers is possible by implementing SNC in Pakistan.
12. 62% smooth inter-provincial mobility of students is possible by implementing SNC in Pakistan.
13. 78% similarities in content are possible to satisfy disparities across regions and cultures by implementing SNC in Pakistan.
14. 88% local languages are possible to hinder for implementing SNC in Pakistan.
15. The hypothesis 1 is favored by results of the present study. It is significant at $p < 0.01$ level. The results are obvious by table no. 5 that there is positive correlation with assimilation and contentment in GETs and SETs.
16. The hypothesis 2 is favored by results of the present study. It is significant at $p < 0.05$ level. The results are obvious by table no. 6 that there exists SD between GETs and SETs on assimilation at $p < 0.05$.
17. The hypothesis 3 is favored by results of the present study. It is significant at $p < 0.05$ level. The results are obvious by table no. 7 that there exists SD between GETs and SETs on contentment at $p < 0.05$.
18. The hypothesis 4 is favored by results of the present study. It is significant at $p < 0.05$ level. The results are obvious by table no. 8 that there exists SD between junior SETs and senior SETs on assimilation at $p < 0.05$.
19. The hypothesis 5 is favored by results of the present study. It is significant at $p < 0.05$ level. The results are obvious by table no. 9 that there exists SD between junior SETs and senior SETs on contentment at $p < 0.05$.
20. The hypothesis 6 is favored by results of the present study. It is significant at $p < 0.05$ level. The results are obvious by table no. 10 that there exists SD between elementary school teachers and senior subject teachers on assimilation at $p < 0.05$.
21. The hypothesis 7 is favored by results of the present study. It is significant at $p < 0.05$ level. The results are obvious by table no. 11 that there exists SD between elementary school teachers and senior subject teachers on contentment at $p < 0.05$.

Conclusion

The motivation behind the present study was to additionally comprehend the peculiarities of assimilation and contentment amidst GETs and SETs. The point of present review was to discover the relationship of assimilation and contentment

amidst GETs and SETs. This examination favored that educational program has significant degree of absorption and contentment. The present review incorporated an example of (N= 290) GETs and SETs (males and females). There were two categories of teachers like GETs males and females (n=145) and SETs males and females (n=145). The sample was chosen from the different cities of the Punjab province, Pakistan. The age of GETs and SETs was maximally 45 years. Pearson Correlation and t-test were utilized for statistical investigations. The exploration demonstrated a positive relationship ($r = .81$, significant at $p < 0.01$) amidst assimilation and contentment. The results further explored that there exists SD between GETs and SETs on assimilation, SD between GETs and SETs on contentment, SD between junior SETs and senior SETs on assimilation, SD between junior SETs and senior SETs on contentment, SD between elementary school teachers and senior subject teachers on assimilation, and SD between elementary school teachers and senior subject teachers on contentment at $p < 0.05$.

Recommendations

1. Govt. of Pakistan should implement SNC at grade 1 to grade 5 to get benefits by implementing SNC in Pakistan.
2. Govt. of Pakistan should implement SNC to reduce discrimination in Pakistan.
3. Govt. of Pakistan should implement SNC to increase literacy rate in Pakistan.
4. Govt. of Pakistan should implement SNC for the social cohesion in Pakistan.
5. Govt. of Pakistan should implement SNC for the national integration in Pakistan.
6. Govt. of Pakistan should implement SNC to provide equal opportunities for upward social mobility in Pakistan.
7. Govt. of Pakistan should implement SNC to provide equity in education in Pakistan.
8. Govt. of Pakistan should implement SNC for the holistic development of children with reference to emerging international trends in Pakistan.
9. Govt. of Pakistan should implement SNC for the holistic development of children with reference to local aspirations in Pakistan.
10. Govt. of Pakistan should implement SNC for the smooth inter-provincial mobility of teachers in Pakistan.
11. Govt. of Pakistan should implement SNC for the smooth inter-provincial mobility of students in Pakistan.
12. Govt. of Pakistan should implement SNC to get benefit from the similarities in content, ultimately are possible to satisfy disparities across regions and cultures in Pakistan.

13. Govt. of Pakistan should implement SNC to demote local languages in Pakistan.

Therefore, with the progression of time and necessities of teachers and students, curriculum requires more attainments. It requires more dedication and training and so on, and thusly agreeable for teaching learning environment, ultimately meet the goals of successful life. To attain the goals, GETs and SETs should advance towards more recent educational programs. Yet, would the GETs and SETs be able to say that they can get assimilation and contentment with these whole achievements.

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